



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2007 (Reports Revised October 2007)
ID: 12401651
District: MSAD 46
School: Dexter Primary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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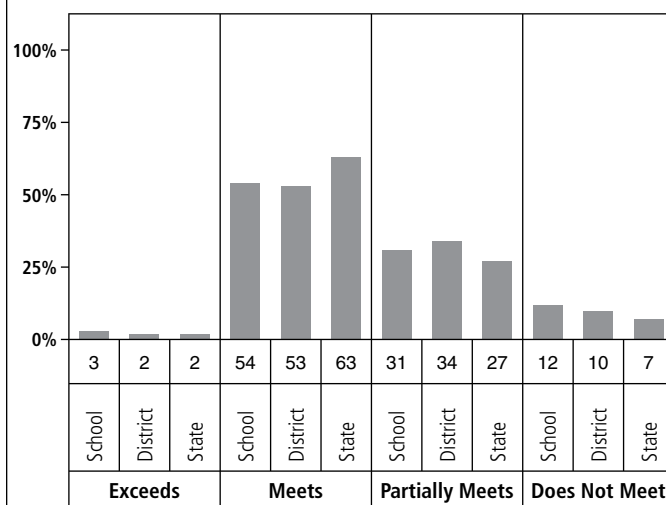
SUMMARY OF SCORES

Date: March 2007
Grade: 3
District: MSAD 46
School: Dexter Primary School

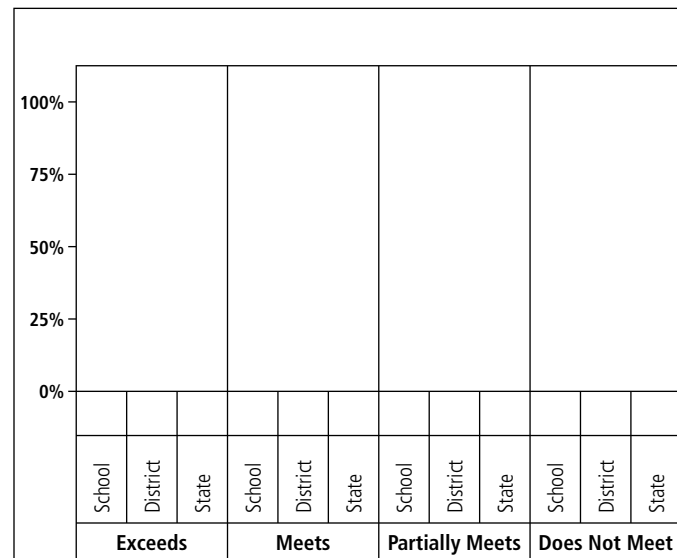
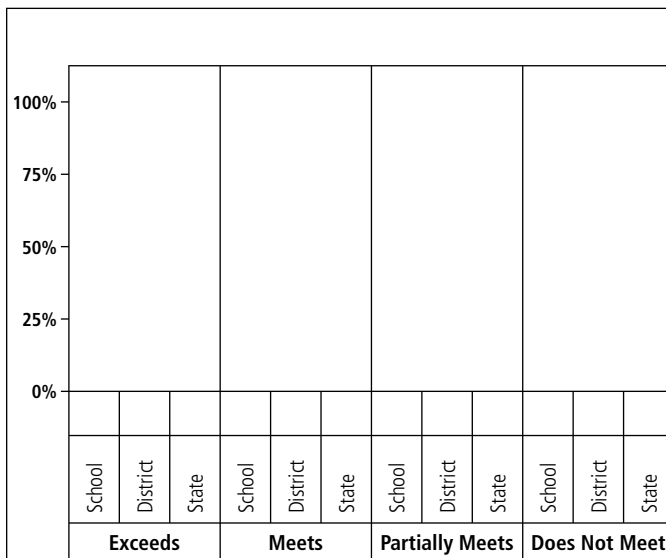
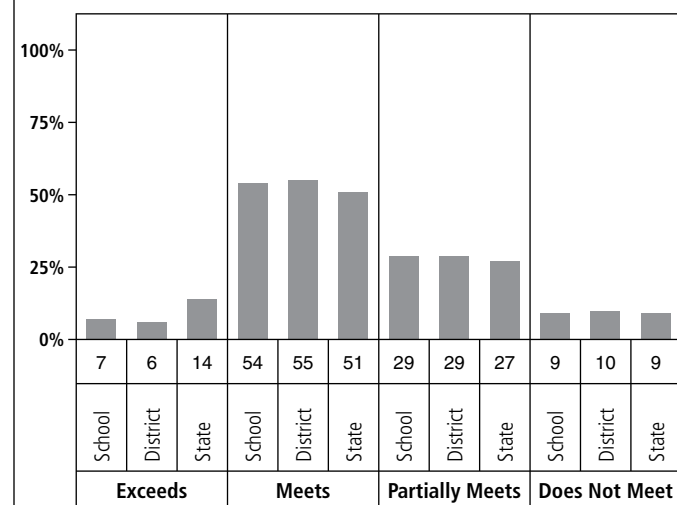
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading			
2005–2006	341	342	345
2006–2007	343	343	345
Cum. Avg. *	342	343	345
Mathematics			
2005–2006	339	339	344
2006–2007	344	343	347
Cum. Avg. *	342	341	345

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 3
 District: MSAD 46
 School: Dexter Primary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	70	100	89	100	14114	100	70	100	89	100	14000	99	70	100	89	100	14001	99						
Ethnicity African American	2	3	2	2	374	3	2	100	2	100	367	98	2	100	2	100	370	99						
American Indian/Native Alaskan	0	0	0	0	94	1	0	0	0	0	93	99	0	0	0	0	93	99						
Asian/Pacific Islander	0	0	0	0	252	2	0	0	0	0	246	98	0	0	0	0	249	99						
Hispanic	0	0	0	0	179	1	0	0	0	0	173	97	0	0	0	0	173	97						
White	68	97	87	98	13196	93	68	100	87	100	13121	100	68	100	87	100	13116	99						
Not Reported	0	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	23	33	25	28	2445	17	23	100	25	100	2425	99	23	100	25	100	2422	99						
Current LEP	0	0	0	0	339	2	0	0	0	0	326	96	0	0	0	0	332	98						
Economically disadvantaged	47	67	60	67	5495	39	47	100	60	100	5447	99	47	100	60	100	5448	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	39	56	58	65	11043	78	38	54	57	64	11094	79						
Identified disability (PET/IEP)	1	3	3	5	602	5	1	3	3	5	627	6						
LEP	0	0	0	0	162	1	0	0	0	0	169	2						
504 plan	0	0	0	0	99	1	0	0	0	0	101	1						
Participation with accommodations	29	41	29	33	2782	20	30	43	30	34	2747	19						
Identified disability (PET/IEP)	20	69	20	69	1659	60	20	67	20	67	1639	60						
LEP	0	0	0	0	156	6	0	0	0	0	162	6						
504 plan	0	0	0	0	59	2	0	0	0	0	57	2						
Other	9	31	9	31	936	34	10	33	10	33	915	33						
Participation through alternate assessment (PAAP)	2	3	2	2	168	1	2	3	2	2	160	1						
Identified disability (PET/IEP)	2	100	2	100	164	98	2	100	2	100	156	98						
LEP	0	0	0	0	1	1	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	7	0												
Approved non-participation – special consideration	0	0	0	0	10	0	0	0	0	0	11	0						
Non-participation – other	0	0	0	0	104	1	0	0	0	0	102	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 3
District: MSAD 46
School: Dexter Primary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006 2006-2007 Cum. Avg.	0	0	0	0	352	3
		2	3	2	2	332	2
		1	1	1	1	342	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006 2006-2007 Cum. Avg.	34	53	48	56	8641	62
		37	54	46	53	8691	63
		36	54	47	55	8666	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006 2006-2007 Cum. Avg.	19	30	24	28	3671	27
		21	31	30	34	3781	27
		20	30	27	31	3726	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006 2006-2007 Cum. Avg.	11	17	13	15	1163	8
		8	12	9	10	1021	7
		10	15	11	13	1092	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	26.1	56.7	26.2	57.0	28.0	60.9
Literary Text	28	61	16.1	57.5	16.2	57.9	17.9	63.9
Informational Text	18	39	10.0	55.6	10.0	55.6	10.1	56.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 3
 District: MSAD 46
 School: Dexter Primary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	68	2	3	37	54	21	31	8	12	343	87	2	53	34	10	343	13825	2	63	27	7	345
Ethnicity																						
African American	2										2						360	1	40	34	25	338
American Indian/Native Alaskan	0										0						93	0	52	39	10	342
Asian/Pacific Islander	0										0						241	2	68	22	8	345
Hispanic	0										0						168	0	50	33	17	341
White	66	2	3	35	53	21	32	8	12	343	85	2	52	35	11	343	12963	3	64	27	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	7	33	9	43	5	24	337	23	0	30	48	22	337	2261	0	33	46	21	338
No	47	2	4	30	64	12	26	3	6	346	64	3	61	30	6	345	11564	3	69	24	5	346
Limited English proficient students																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	0										0						314	0	35	34	31	336
Economically disadvantaged																						
Yes	45	1	2	23	51	15	33	6	13	342	58	2	48	38	12	342	5360	1	50	36	13	342
No	23	1	4	14	61	6	26	2	9	344	29	3	62	28	7	345	8465	3	71	22	4	347
Migrant																						
Yes	0										0						4					
No	68	2	3	37	54	21	31	8	12	343	87	2	53	34	10	343	13821	2	63	27	7	345
Gender																						
Female	35	1	3	22	63	9	26	3	9	345	49	2	59	31	8	344	6861	3	67	24	6	346
Male	33	1	3	15	45	12	36	5	15	341	38	3	45	39	13	341	6964	1	59	31	9	344
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2092	0	36	48	15	339
No	68	2	3	37	54	21	31	8	12	343	87	2	53	34	10	343	11733	3	68	24	6	346
Gifted/talented program																						
Yes	0										0						174	16	83	1	0	355
No	68	2	3	37	54	21	31	8	12	343	87	2	53	34	10	343	13651	2	63	28	7	345

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 3
District: MSAD 46
School: Dexter Primary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	6 87 4 3	0 2 0 0	0 3 0 0	2 32 2 0	50 55 67 0	2 17 1 1	50 29 33 50	0 7 0 1	0 12 0 50	341 344 342 328	9 81 6 3	0 3 0 0	50 54 60 0	50 33 40 33	0 10 0 67	342 344 343 328	5 80 12 3	1 3 2 0	41 66 60 30	40 26 29 41	18 6 9 29	340 346 344 336
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	24 53 15 9	1 1 0 0	6 3 0 0	8 21 4 4	50 58 40 67	6 8 6 1	38 22 60 17	1 6 0 1	6 17 0 17	344 343 342 341	25 53 14 8	5 2 0 0	50 54 42 71	36 30 58 14	9 13 0 14	343 343 342 341	27 49 16 8	4 2 1 0	63 69 57 45	26 24 33 39	8 5 9 16	346 346 343 340
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	47 35 10 7	2 0 0 0	6 0 0 0	16 14 4 3	50 58 57 60	9 8 2 2	28 33 29 40	5 2 1 0	16 8 14 0	344 342 342 342	46 38 9 7	5 0 0 0	53 52 50 67	28 42 38 33	15 6 13 0	344 342 341 343	42 46 9 2	4 2 1 0	67 63 51 30	22 29 38 48	7 7 10 22	346 345 342 337
How hard was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	32 56 12	1 1 0	5 3 0	11 22 4	50 58 50	7 12 2	32 32 25	3 3 2	14 8 25	342 344 340	31 54 15	4 2 0	48 57 46	37 34 31	11 6 23	342 345 339	22 55 23	1 3 2	50 69 62	36 24 28	13 5 9	342 346 344
How hard were the reading passages on this test? A. Most of the passages were harder than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	32 38 29	0 1 1	0 4 5	10 16 11	45 62 55	8 6 7	36 23 35	4 3 1	18 12 5	340 345 344	31 43 26	0 3 4	41 57 61	44 30 30	15 11 4	340 344 345	20 49 32	0 2 4	38 68 70	45 25 20	16 5 5	340 346 347
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	19 21 38 22	1 1 0 0	8 7 0 0	10 7 14 6	77 50 54 40	2 4 9 6	15 29 35 40	0 2 3 3	0 14 12 20	348 345 341 339	20 23 34 23	6 5 0 0	65 55 52 40	24 30 38 45	6 10 10 15	346 345 341 340	19 47 19 15	4 3 1 1	65 68 59 51	25 24 32 35	7 5 8 14	346 346 344 342
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	22 30 48	0 0 2	0 0 7	7 11 16	50 58 53	5 5 10	36 26 33	2 3 2	14 16 7	341 342 344	21 28 51	0 0 5	53 52 54	29 35 37	18 13 5	341 342 345	26 23 51	2 2 3	57 64 66	32 27 25	10 7 6	343 345 346
Optional school/district question A. B. C. D.	33 33 33 0	0 0 0 0	0 0 0 0	0 1 0 0	0 100 0 0	1 0 1 0	100 0 100 0	0 0 0 0	0 0 0 0	340 344 340 0	50 25 25 0	0 0 0 0	50 100 0 0	50 0 100 0	0 0 0 0	346 344 340 0						

MATHEMATICS RESULTS

Date: March 2007
Grade: 3
District: MSAD 46
School: Dexter Primary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	3	5	5	6	1295	9
	2006-2007	5	7	5	6	1985	14
	Cum. Avg.	4	6	5	6	1640	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	26	41	31	36	6852	49
	2006-2007	37	54	48	55	6990	51
	Cum. Avg.	32	48	40	46	6921	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	24	38	36	42	4081	29
	2006-2007	20	29	25	29	3673	27
	Cum. Avg.	22	33	31	36	3877	28
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	11	17	13	15	1638	12
	2006-2007	6	9	9	10	1193	9
	Cum. Avg.	9	13	11	13	1416	10

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	6.5	43.3	6.3	42.0	7.7	51.3
Cluster 2: Shape and Size	14	29	10.2	72.9	10.1	72.1	10.5	75.0
Cluster 3: Mathematical Decision Making	5	10	3.2	64.0	3.2	64.0	3.3	66.0
Cluster 4: Patterns	14	29	9.8	70.0	9.7	69.3	9.8	70.0

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 3
 District: MSAD 46
 School: Dexter Primary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	68	5	7	37	54	20	29	6	9	344	87	6	55	29	10	343	13841	14	51	27	9	347
Ethnicity																						
African American	2										2						367	6	28	37	28	335
American Indian/Native Alaskan	0										0						93	4	42	40	14	340
Asian/Pacific Islander	0										0						247	16	51	22	11	347
Hispanic	0										0						168	7	42	32	20	339
White	66	5	8	35	53	20	30	6	9	344	85	6	54	29	11	343	12966	15	51	26	8	347
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	7	33	9	43	5	24	335	23	0	30	43	26	335	2266	6	34	39	21	338
No	47	5	11	30	64	11	23	1	2	348	64	8	64	23	5	346	11575	16	54	24	6	349
Limited English proficient students																						
Current LEP in first year	0										0						10	0	30	30	40	326
Current LEP beyond first year	0										0						321	4	28	34	34	333
Economically disadvantaged																						
Yes	45	4	9	22	49	17	38	2	4	344	58	7	48	36	9	342	5371	7	44	34	14	342
No	23	1	4	15	65	3	13	4	17	344	29	3	69	14	14	344	8470	19	54	22	5	350
Migrant																						
Yes	0										0						4					
No	68	5	7	37	54	20	29	6	9	344	87	6	55	29	10	343	13837	14	51	27	9	347
Gender																						
Female	35	3	9	21	60	7	20	4	11	344	49	6	59	22	12	343	6865	14	50	27	9	347
Male	33	2	6	16	48	13	39	2	6	344	38	5	50	37	8	344	6976	14	51	26	9	347
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2098	3	37	43	17	338
No	68	5	7	37	54	20	29	6	9	344	87	6	55	29	10	343	11743	16	53	24	7	348
Gifted/talented program																						
Yes	0										0						174	63	34	3	0	366
No	68	5	7	37	54	20	29	6	9	344	87	6	55	29	10	343	13667	14	51	27	9	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 3
District: MSAD 46
School: Dexter Primary School

QUESTIONNAIRE ITEMS	School										District						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%		%
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	6 87 4 3	0 5 0 0	0 9 0 0	3 31 2 0	75 53 67 0	1 17 1 1	25 29 33 50	0 5 0 1	0 9 0 50	353 344 344 328	9 81 6 3	0 7 0 0	63 56 60 0	13 30 40 33	25 7 0 67	344 344 344 324	5 80 12 3	7 16 12 3	38 52 50 26	34 26 28 34	21 6 10 37	339 348 346 332	
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	36 37 18 9	2 3 0 0	8 12 0 0	14 14 7 1	58 56 58 17	7 6 3 4	29 24 25 67	1 2 2 1	4 8 17 17	345 346 340 335	33 40 18 9	7 9 0 0	57 62 53 25	32 21 27 63	4 9 20 13	345 346 339 338	37 44 13 6	20 13 8 5	52 54 45 30	22 26 34 40	6 7 13 24	350 347 342 337	
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	46 34 10 9	3 2 0 0	10 9 0 0	20 10 2 4	65 43 29 67	7 7 5 1	23 30 71 17	1 4 0 1	3 17 0 17	347 343 338 340	44 36 13 7	8 6 0 0	61 52 36 67	24 26 64 17	8 16 0 17	345 342 341 340	40 46 12 2	21 12 6 3	50 53 46 31	21 28 36 40	8 7 11 26	349 347 342 336	
How hard was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	21 51 28	0 4 1	0 11 5	3 20 14	21 57 74	8 9 3	57 26 16	3 2 1	21 6 5	334 346 347	18 56 25	0 8 5	25 61 64	50 27 18	25 4 14	335 345 344	15 56 29	5 15 18	38 54 51	38 25 23	19 6 7	339 348 349	
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never	26 35 19 19	1 2 2 0	6 8 15 0	9 15 6 7	50 63 46 54	6 5 4 5	33 21 31 38	2 2 1 1	11 8 8 8	342 345 346 341	30 33 21 16	4 7 11 0	50 62 56 50	31 24 28 36	15 7 6 14	340 345 347 340	32 32 27 9	11 17 18 9	47 53 54 44	32 24 22 32	11 6 6 14	344 349 350 343	
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never	10 16 34 39	0 0 1 4	0 0 4 15	2 8 15 12	29 73 65 46	4 2 6 7	57 18 26 27	1 1 1 3	14 9 4 12	335 342 345 346	9 15 40 36	0 0 3 13	38 77 62 45	50 15 29 26	13 8 6 16	337 343 344 344	7 20 46 27	4 11 19 11	33 51 54 49	43 29 21 29	20 9 5 11	337 346 350 345	
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	16 28 43 13	1 0 4 0	9 0 14 0	3 13 17 4	27 68 59 44	6 3 8 3	55 16 28 33	1 3 0 2	9 16 0 22	338 342 349 337	21 29 36 15	6 0 13 0	39 64 61 46	39 24 26 31	17 12 0 23	339 343 349 337	15 31 32 22	7 13 18 17	41 53 53 50	38 27 22 24	14 7 6 9	341 347 349 348	
Optional school/district question A. B. C. D.	33 33 33 0	0 0 0 0	0 0 0 0	0 0 1 0	0 0 100 0	1 1 0 0	100 100 0 0	0 0 0 0	0 0 0 0	340 340 344 0	50 25 25 0	0 0 0 0	50 0 100 0	50 100 0 0	0 0 0 0	341 340 344 0							